Course Specifications - WSX551 Teaching and Assessing Adult Learners

Course title	WSX551 Teaching and Assessing Adult Learners
Level	5
Credit value	15CU
Course duration	12 months (2 semesters)
Programme(s) to include this course	Master in Boundary-Crossing Learning and Leadership (MBX)
Pre-requisite/ co-requisite courses	N.A.

Course Synopsis

WSX551 Teaching and Assessing Adult Learners prepares the participants to teach adult learners and write assessment. Framed using the curriculum, instruction and assessment (CAI) approach, the course explores the core principles of adult learning, and addresses the various learning and teaching approaches to engage learners. Additionally, technology-enabled pedagogies for online and blended learning will be introduced; facilitating participants to design technology-enabled activities and models for flexible learning. Last but not least, drawing on the foundations of assessment and assessment strategies, participants will be guided to construct assessment tasks and scoring criteria.

Course Topics

The following topics will be covered in the course:
1. Key characteristics of adult learning
2. Purposes of adult education
3. Approaches to learning and teaching
4. Approaches to motivating adult learners
5. Responsibility and accountability in adult education
6. Approaches to blended learning
7. Synchronous and asynchronous learning
8. Cognitivist and constructivist technology tools
9. Learning sciences principles for effective learning
10. Tech-enabled learning activities
11. Foundations of assessment
12. Purposes of assessment
13. Types of assessments for adult learners
14. Assessment design
15. Developing rubrics/scoring criteria
16. Feedback for adult learners

Course Learning Outcomes

At the end of the course, students will be able to:
1. Discuss characteristics of adult learners and learning
2. Compare different learning theories and teaching approaches for adult learners
3. Appraise the appropriateness of teaching approaches for different purposes
4. Differentiate between synchronous and asynchronous learning
5. Design tech-enabled activities for different pedagogical purposes
6. Construct blended learning models for different educational settings
7. Discuss foundations of assessment
8. Construct assessment tasks and scoring criteria
9. Critique assessment tasks against foundations of assessment
10. Justify design of tech-enabled learning in achieving the learning outcomes

Course Structure

Stages/ Time (mode)	WSX551 Learning activities/ topics	Who's involved
Presentation of problem	Identifying and defining problem	Learner + course supervisor + employer-mentor*
Preparatory Semester 1 (12 wks): Online, guided independent learning	Learning task 1 – Teaching approaches	Learner + course supervisor
	Learning task 2 – Blended learning activities	
	Learning task 3 – Assessment	
	Lesson planning + review & revision	Learner + course supervisor + employer-mentor*
Implementation Semester 2 (6 wks): Practicum	Classroom teaching – video recording of lessons	Learner
	Reflection and review of teaching	Learner + course supervisor + employer-mentor*
Reflection Semester 2 (2 wks)	Synthesis of learning	

*Note: The employer-mentor may be HoPs, or persons assigned by the HoPs to mentor the associates taking WSX551.